ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 7/22/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001025	NA	NA

4. AUTHOR(S): School District of Philadelphia, Great Cities School Improvement Program

5. TITLE OF DOCUMENT ABSTRACTED: Great Cities School Improvement Program: School-Community Coordinating Team, Philadelphia Public Schools, Progress Report, 1960-1962

6. PUBLICATION TITLE: NA

7. EDITOR(S): NA

8. PLACE OF ORIGIN: ORG. School District of Philadelphia, Great Cities School Improvement Program, Philadelphia, Pa. ST. CITY, STATE

9. PUBLISHER OR SOURCE: School District of Philadelphia, Great Cities School Improvement Program, Philadelphia, Pennsylvania

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	Feb 63	78

TELE. EXT. INST/LOC CODE

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Progress Report

16. INDEXING TERMS (6-12)

Great Cities School Improvement Program, Phila.	limited backgrounds	teacher attitudes	coordinating teams
in-service education	high achievers	student attitudes	language arts
educational challenges	under achievers	summer workshops	
community roles	school-community relations	culturally disadvantaged	

17. ABSTRACT (MAX. 250 WORDS)

The school system recognized that children of limited backgrounds could, and should, be helped. The district decided to use funds from grants to 1) provide additional consultative services and teacher training, 2) purchase extra instructional equipment and materials, 3) facilitate curriculum experimentation, and 4) arrange opportunities for cultural and experiential enrichment. The purpose of these efforts was threefold: 1) to create significant pupil growth in achievement, behavior, interests and positive attitudes; 2) to improve instruction by better understanding, effective techniques and organization; and 3) to better school-community relations resulting in more sympathetic attitudes and more community involvement in the school's program.

Students were tested to provide comparison in terms of degree of gain by standard score units. Of the twenty-one instances of comparison, twelve represented gains beyond that expected, three represented gains equal to that expected and six represented gains less than that expected. In the opinion of teachers and parents, there was notable gain in attitudes and behavior. Programs to develop latent talent among culturally deprived children helped many students gain confidence in their own ability. Certain children with superior talent have been allowed opportunities for more extensive study.

Major improvements in the school programs have come in language arts areas. Enrichment, interest groups and expanded educational opportunities for both low and high achievers have helped both students and the many inexperienced teachers involved in the program. Summer workshops, in-service courses and classroom consultants have aided teachers in improvement of their procedures.

Teachers and parent attitudes have notably improved and better cooperation within the community has resulted.

ERIC No.

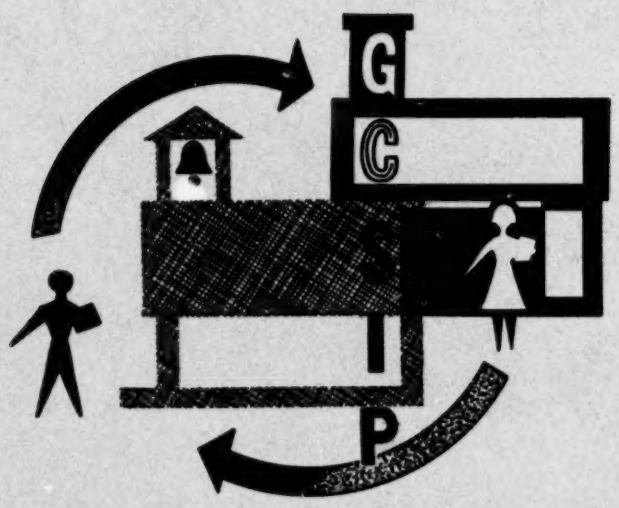
18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

JUL 2 9 RECD

Great Cities School Improvement Program



SCHOOL-COMMUNITY
COORDINATING TEAM
PHILA. PUBLIC SCHOOLS

Progress Report
1960-1962

ED001025

Bennett O. Stavey

SCHOOL DISTRICT OF PHILADELPHIA

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM

PROGRESS REPORT
September 1960 - June 1962

"THE SCHOOL-COMMUNITY CO-ORDINATING TEAM"

The School-Community Co-ordinating Team Project is co-sponsored by the Philadelphia Board of Public Education and the Ford Foundation as a part of the Great Cities School Improvement Program.

Philadelphia, Pennsylvania
February 1963

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FOREWORD

The Philadelphia Public Schools are successfully meeting the educational needs of more than a quarter of a million children and youth. The slow, the average, and the gifted are motivated and challenged to reach their highest possible level of achievement. Thousands of physically, mentally, and emotionally handicapped children are educated and trained in carefully planned specialized programs.

Philadelphia and other American big cities face unique challenges and problems in educating many thousands of pupils who come from impoverished backgrounds and who are disadvantaged both educationally and culturally. During the past two years, with the aid of funds granted by the Ford Foundation and matched by the School District of Philadelphia, experimental programs have been conducted in seven elementary schools and one junior high school in District Five. These programs are designed to raise achievement levels, provide cultural opportunities, and to develop closer rapport between the schools and the communities they serve.

The results are described in the report which follows. Through the use of added personnel, intensive in-service education, the provision of extra supplies, equipment and textbooks; and through curriculum adaptations and the preparation and use of original educational materials, encouraging results have been achieved.

It is our hope that school revenues in the years ahead will make it possible to introduce these educational, cultural, and school-community co-ordinating services to many more thousands of children and youth in the public schools of Philadelphia.

I extend deepest thanks to David A. Horowitz, Associate Superintendent; Louis R. Ballen, Director of the Project; Aleda E. Druding, District Superintendent, and to all the principals, consultants, teachers, school-community co-ordinators, and other staff members associated with them in the planning and implementation of this most significant school program.

ALLEN H. WETTER

Superintendent of Schools

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ACKNOWLEDGMENTS

Grateful appreciation is expressed to Dr. W. Walker Cheyney, Director of the Division of Educational Research, School District of Philadelphia, and to his staff for the invaluable assistance rendered in gathering and compiling the statistical data used in Part I of this report.

For the excellent presentation of material gathered by school teams, sincere thanks are given to Mr. David Katz, Principal of the Ferguson School, who wrote the final copy of this report.

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INTRODUCTION

"In the past we have had a light which flickered, in the present we have a light which flames, and in the future there will be a light which shines over all ...."

"... a light which flickered"

CHILDREN OF LIMITED BACKGROUND

Since the end of World War II, the urban centers of our nation have experienced an unprecedented growth rate and population shift. These sociological changes have produced, in chain-reaction effect, new social, economic, and educational needs.

The magnitude of the problem to be faced by the urban school was made evident by the findings of a recent study conducted by the school superintendents of the fourteen largest cities of the United States. This research revealed that in 1950, one out of ten children in these cities lacked the necessary experiential supports for successful school achievement and could be termed children of limited background. In 1961, the ratio had increased to one out of three; and should this trend continue, the ratio in 1970 may become one out of two.

The leadership of the School District of Philadelphia realized the educational challenge presented by the child of limited background. In response to this challenge, a new concept of compensatory education was evolved and implemented in an experimental program of school and community education - "The School- Community Co-ordinating Team."

The Philadelphia Story. Children of limited background are found in many parts of Philadelphia. They belong to various racial and ethnic groups. Some of them are native-born Philadelphians whose families have lived here for several generations; others are comparatively recent in-migrants.

There is an unusually heavy concentration of such children in the north central part of Philadelphia. This is one of the oldest parts of the city and has undergone a number of populational changes. Originally, its residents were mostly

German, Scotch, Irish, and English. Later, sizeable groups of Polish, Jewish, and other eastern European immigrants settled in the community.

In the twenties, Negroes began to move into the area. Their numbers increased - slowly at first, but very rapidly later - so that by 1950, the population of this part of the city was predominantly Negro. During the past few years, Puerto Ricans, in increasing numbers, have taken up residence in the community. Today, the last two groups occupy most of this area; some descendants of the older German and Scotch-Irish-English families still reside in the eastern portion of the district.

The north central part of Philadelphia consists of two series of parallel streets which cross in "checkerboard" fashion. The main streets, which define the city blocks, are fairly wide; those in between are much narrower. Industrial plants and warehouses occupy a considerable part of the area.

The residences, generally, are two or three-story row houses. They were originally built for single family occupancy, but most have been converted to multiple family use. Some of them are maintained in excellent condition by their occupants. However, a considerable number are in need of repairs and lack adequate facilities; some have deteriorated to such a point that they are no longer livable and, with boarded-up doors and windows, remain unoccupied year after year. Some of the occupants have bought the houses in which they live; others rent from absentee landlords, generally on a monthly or weekly basis.

Several low-rental, public and private housing projects, consisting of two-story garden-type homes and multi-stories apartment houses, have been erected in the area. Very recently, the first stage of a privately-financed housing development was completed near the southern end of the community. Most of the homes in this development have been bought and are occupied by Negro professionals and "white collar" workers.

Temple University occupies the western end of the district. Its rapid expansion has necessitated the dispossession of most of the people who lived in that section. Many of them have moved to other parts of the area.

Although a number of families have established permanent homes in the community, transiency is still a major problem in this part of the city. Many of these families occupy as many as five or six different residences during the course of a single year. Their moves are confined to short distances and they usually remain within the same area.

Their Common Characteristics. The children of limited background - also variously known as culturally limited, culturally deprived, culturally impoverished, or experience-poor - have certain common characteristics which make them easily identifiable.

- Most of them have failed to meet projected growth expectancies in the content areas of the curriculum. Underachievement appears early in their school lives, and the incidence of regression increases as they grow older. In the initial testing at the outset of the program, intermediate grade children showed an achievement lag of two to three levels below that expected for the grade.
- Many of them appear to have the potential to achieve at higher levels.
- They evidence lacks in the experiential supports necessary to successful learning in school. Many of these children have never ridden on a train, seen a farm, or even visited a large metropolitan shopping center. In some cases, they have never traveled more than a few blocks from their homes. Books and other cultural media are almost totally lacking in some of their homes.
- Their aspirational levels are low. Many of them drop out of school before completing the twelfth grade. Most often, they do so because

of their failure to achieve academic success. Sometimes, they leave school to seek employment - to buy the things they want or to help support their families. Their inexperience and lack of specific skills make job finding virtually an impossibility; many of them end up doing nothing. A significant number of the last mentioned become juvenile delinquents.

- They are frequently victims of disoriented or disrupted family patterns. Many are one-parent families, with the father-image missing in most cases. The adult members of the group are often unskilled or low-skilled workers. Job opportunities for them are scarce and become fewer as time goes on. Many of them have not had enough formal schooling to qualify for job retraining. In a number of cases, their sole means of support are the funds which they receive from the Department of Public Assistance.

Their Common Needs. Philadelphia's educational administrators long ago concluded that children of limited background can be helped to overcome their educational lag. To do so, they have to be provided, first-hand and vicariously, with opportunities to compensate for their handicaps. They need:

- Intensive help in developing and improving communication skills.
- Experiences to extend and enrich cultural background.
- Participation in programs designed to encourage positive intergroup understandings.
- Encouragement to develop pride in themselves and their abilities.
- Motivation to raise aspirational levels.
- The interest and support of the home.

Early efforts to meet these needs in Philadelphia apparently were inadequate. Limited funds, large classes, and an acute shortage of teachers seriously restrict-

ed the additional help - beyond that available in the regular classroom situation - which must be supplied if these needs are to be met.

In addition to the aforementioned problems, the eight project schools also faced, to a greater or lesser degree, the problems of large numbers of inexperienced or substitute teachers, a high rate of faculty turnover, excessive transiency of pupil population, over-crowdedness which has created a part-time situation in three of the elementary schools, and a common pattern of underachievement in the pupils.

NEW HORIZONS

As part of its Great Cities School Improvement Program, the Ford Foundation gave the Philadelphia School District a grant of $94,700 for the 1960-1961 school year. The School District matched this with a like amount and introduced the School-Community Co-ordinating Team Project into one junior high school and three elementary schools.

In September 1961, the Project, expanded to include four additional elementary schools, was extended for three more years. This was made possible by a further grant of $225,000 from the Ford Foundation which is being matched, dollar for dollar, by the Philadelphia School District.

The District decided to use these extra funds for a four-fold purpose: 1) to provide added consultative services and teacher training, 2) to purchase extra instructional equipment and materials, 3) to facilitate curriculum experimentation, and 4) to arrange opportunities for cultural and experiential enrichment.

HIGH HOPES

The Philadelphia School District hoped that realistic help of this sort would enable it to attain these objectives:

1. Significant pupil growth, as evidenced by:
   - improved scholastic achievement.
   - desirable modifications in behavior.
   - increased interest in, and appreciation for, the arts.
   - positive attitudinal changes.
   - raised aspirational levels.
   - broader use of latent talents.
2. Improved instruction, with special emphasis on:
   - developing better understanding of the children and their needs.
   - modifying and adapting the school program to these needs.
   - developing techniques and materials most effective in teaching children of limited background.
   - providing for the extension of the school day and week for remedial, tutorial, and enrichment purposes.
3. Better school-community relations, resulting in:
   - a more sympathetic attitude, on the part of both the school and the community, toward each other's problems.
   - willingness to share responsibility for problems of mutual concern.
   - readier acceptance by the community of the school's role.
   - active participation and, if necessary, leadership by the school in organizing community groups and affairs.
   - active participation by the community in the school's program.

II

"... a light which flames"

After careful consideration of several ideas, the planners embarked upon the School-Community Co-ordinating Team Project, the program which, they believed, could best help them realize their high hopes. The program involved:

CONSULTATIVE PERSONNEL

It was assumed that children of limited background are underachievers, mainly because of their deficiencies in the communication skills. Those responsible for organizing the project decided, therefore, to concentrate major attention on the language arts areas. A master teacher, who had also served as a consultant in these areas, was selected to direct this phase of the program. With the involvement of four more schools in 1961, another teacher with similar experience was added to the program.

An experienced teacher was assigned to serve as a Consulting Teacher. Her primary responsibility is to help inexperienced teachers become more proficient in class management and instructional techniques. A second Consulting Teacher was added when the program was expanded.

An outstanding teacher in each school was released from regular classroom assignment. As the Language Arts Laboratory Teacher she functions as:

- the teacher of an enrichment group of intermediate grade children.
- the teacher of an experimental group of verbally deficient primary grade children.
- the school's resource person in the language arts.
- the director of the Language Arts Laboratory, the language arts resource center.
- a demonstration teacher in various phases of the language arts.

Another important addition to each school team was the School-Community Co-ordinator, a lay member of the community who, in most cases, has children enrolled in the school. This individual serves as a salaried liaison person between the school and the community. Two additional Spanish-speaking co-ordinators were employed to work with the three schools which have large numbers of Puerto Rican pupils.

PLANNING PERSONNEL

The Associate Superintendent in charge of School-Community Relations, the Superintendent of District Five (in which the eight schools are located), the Director of the School-Community Co-ordinating Team Project, the consultants, and the principals of the involved schools constitute the Project Planning Committee.

This group meets frequently to review current practices and operational procedures and to plan future policy and activities. Another function of the Planning Committee is to arrange in-service and workshop experiences for the teams and, occasionally, for the entire staffs of the eight schools.

The adaptation and interpretation of the committee's policies and procedures in each school has been the responsibility of the school's School-Community Co-ordinating Team. A school team consists of the principal, school-community co-ordinator, language arts laboratory teacher, and other key members of the staff. The team is directly responsible for the formulation and implementation of the school's program.

The specific functions of the consultative and planning personnel are discussed in more detail elsewhere in this report.

EXTRA INSTRUCTIONAL EQUIPMENT AND MATERIALS

As a result of the conviction that the instructional program for the experience-poor child must provide a more comprehensive sensory approach to learning, each project school was given an expanded collection of audio-visual aids. Filmstrip projectors, filmstrips, record players, tape recorders, and records were provided for both instructional and enrichment purposes. Several thousand dollars per school were expended in the purchase of additional books to serve as classroom library units, literature books to support the structured literature program of the school, and enrichment materials for the planned programs of experimentation. Special concept-building aids, ranging from poster-type materials to manipulative

objects, were used in the primary grades. Additional experimental materials in reading instruction and study skills became a part of the intermediate program.

For instructional and enrichment opportunities in music, three spinet-type organs were installed in the project schools and both orchestral and rhythm band instruments were added to the standing inventory of music materials.

CURRICULUM EXPERIMENTATION

To help offset the lag in language growth apparent in most of the project area children, it seemed necessary to add experiences designed to counteract the effects of environmental deprivation. Therefore, it was decided at the outset of the project to experiment with materials and methods in the language arts areas. Experimentation in reading includes trial use of a relatively "culture free" beginning reading and writing system, use of varied approaches to grouping, materials for concept building and increasing power in the comprehension skills, and experimentation with different approaches to the retarded readers in the upper grades and in the junior high school.

New systems for beginning handwriting and for making the transition from manuscript to cursive writing have been tried and have proved effective.

A highly organized system for teaching spelling, including definite word lists, and a highly structured program for developing skills in functional writing have also been tried. Experimentation has also been initiated in the areas of grammar and correct usage and speech improvement.

OPPORTUNITIES FOR CULTURAL AND EXPERIENTIAL ENRICHMENT

Bus service has been made available to all of the schools to permit additional trips for each class. Extra buses have been provided for trips on Saturdays and during the summer vacation.

Instructional and recreational activities have been organized in each school

for after-school hours. These activities, usually supervised by teachers of the school, are available to all pupils; but, one of their greatest benefits has been the abundance of opportunities which they provide for the uncovering and developing of latent talents.

IS THE PROJECT ON TARGET?

An attempt has been made all through this report to indicate how well, and to what degree, the project's objectives have been accomplished. In certain aspects of the program, it has been possible to measure the results objectively by means of standardized and informal tests; in other cases, the conclusions are based upon teachers' judgments and evaluative comments made by pupils, parents, and other observers of the program.

Most of the findings show a trend which seems to hold much promise for the future.

III

"... a light which shines over all"

All results, statistical and opinionative, seem to support the value of most of the project's practices. It is the consensus of all involved that these practices should be continued and, insofar as possible, expanded; and, that new services should be added to provide for those needs not met by current practices. The project's future course has been planned accordingly.

IN THE FOLLOWING PAGES

In reporting the progress of the School-Community Co-ordinating Team Project, consideration has been given to these five questions:

1. What has happened to the pupils?
2. What has happened to the school program?
3. What has happened to the teachers?
4. What has happened to school-community relations?
5. What more can be done?

"The past is for inspiration, not imitation, for continuation, not repetition."

Israel Zangwill

PART I

WHAT HAS HAPPENED TO THE PUPILS?

"The lessons of youth are
not easily forgotten."

Abayé

IN SCHOLASTIC ACHIEVEMENT

In designing the School-Community Co-ordinating Team Project, it was decided to test six propositions. One of them was the hypothesis that children of limited background could be helped to raise their academic achievement if they were provided with an educational program designed to reduce the effects of marginal living conditions and the lack of experiential supports to learning.

The Team adopted a program with major emphasis on the language arts which, it was hoped, would accomplish this purpose through:

- a structured plan of in-service training.
- the development of tailored materials and special techniques.
- careful screening and grouping of the children according to their reading abilities.

To determine the effectiveness of this program, four types of evaluative criteria have been used:

1. Academic growth reflected in the scores of standardized tests.
2. Results of informal tests.
3. Teachers' judgments.
4. Questionnaires and comments.

Standardized Test Scores. The Division of Educational Research of the Philadelphia School District completed a comparative study of achievement. This was based upon the standardized test scores, attained over a period of two calendar years, in the three elementary schools which have been in the project since September 1960. The scores used in the study were those in the Reading, Spelling, Arithmetic Fundamentals, and Arithmetic Problems Tests from February, 1960, six months prior to the inception of the project, to February, 1962, eighteen months after the inception of the project.

For purposes of the study, achievement in these three schools, designated as Schools X, Y, and Z in this report, was determined from the following comparisons:

In Reading. Scores of pupils who were in Grade 3A* in November, 1959, or April, 1960 were compared with the scores of the same pupils when they were in Grade 5 in February, 1962.

Scores of pupils who were in Grade 4A* in November, 1959 or April, 1960 were compared with the scores of the same pupils when they were in Grade 6 in February, 1962.

In Spelling. Scores of pupils who were in Grade 3A* or Grade 3B* in February, 1960 were compared with the scores of the same pupils when they were in Grade 5 in February, 1962.

Scores of pupils who were in Grade 4A* or 4B* in February, 1960 were compared with the scores of the same pupils when they were in Grade 6 in February, 1962.

In Arithmetic Fundamentals. Scores of pupils who were in Grade 3A or Grade 3B* in February, 1960 were compared with the scores of the same pupils when they were in Grade 5 in February, 1962.

Scores of pupils who were in Grade 4A* or Grade 4B* in February, 1960 were compared with the scores of the same pupils when they were in Grade 6 in February, 1962.

In Arithmetic Problems. Scores of pupils who were in Grade 3B* in April, 1960 or November, 1960 were compared with the scores of the same pupils when they were in Grade 5 in April, 1962.

* In Philadelphia, all grades formerly consisted of two semesters known as the A and B terms. Thus, a pupil could enter Grade 1A (the lower half of Grade 1) either in September or in February, according to his date of birth. Effective in September, 1961, Grades 1 to 8 were reorganized into single, year-long semesters running from September to June. To facilitate the transition, most pupils in the A term of a grade in June, 1961 were advanced into the next higher grade.

Seven different comparisons were made for each school, or a total of twenty-one for the three. The amount of growth evident in each comparison was matched against the normally expected amount of growth, within the same period of time, by pupils in schools of this type.

The data collected from the standardized test scores was compared in two ways:

1. A pupil's achievement in one grade was compared with his achievement in a higher grade.
2. The average achievement of the test population was compared with the expected growth curve for pupils of similar ability levels.

From comparisons 1 and 2 was derived an index of gain expressed in standard score units.

Table I shows a comparison between the actual average pupil growth in the experimental schools and the amount of growth normally expected for pupils of similar ability within the specified time. This comparison is indicated in terms of degree of gain by standard score unit. Of the twenty-one instances of comparison, twelve represent gain beyond that expected; three represent gain equal to that expected; and six represent gain less than that expected. Ten of the twelve instances of gain beyond that expected were in the language arts areas where in-service training had been instituted.

TABLE I: GROWTH OF PUPILS IN EXPERIMENTAL SCHOOLS COMPARED WITH EXPECTED GROWTH

	SCHOOL X		SCHOOL Y		SCHOOL Z		GAIN* OF MEDIAN SCHOOL
	CASES	GAIN*	CASES	GAIN*	CASES	GAIN*	
READING							
3A to 5	54	1.7 more than expected	35	1.1 less than expected	60	.1 more than expected	.1 more than expected
4A to 6	64	.6 more than expected	57	.1 more than expected	51	.3 more than expected	.3 more than expected
SPELLING							
3B to 5	64	.6 more than expected	49	1.8 less than expected	67	.4 more than expected	.4 more than expected
4B to 6	76	.5 less than expected	58	0 (expected gain realized)	55	.1 more than expected	0 (expected gain realized
ARITHMETIC FUNDAMENTALS							
3B to 5	60	0 (expected gain realized)	57	.5 less than expected	65	.6 more than expected	0
4B to 6	63	.5 more than expected	60	1.5 less than expected	58	0 (expected gain realized)	0
ARITHMETIC PROBLEMS							
3B to 5	37	.5 more than expected	49	.8 less than expected	60	.2 more than expected	.2 more than expected
GAIN OF MEDIAN COMPARISON		.5 more than expected		.8 less than expected		.2 more than expected	

* Gain is expressed in average growth by standard score units beyond or below growth expected. A score of 0 indicates the realization of growth expected for these children during the period reported.

Table II presents the gain by standard score units expected of this type of school in each of the curricular areas and the actual gain realized by the project schools.

TABLE II: GAINS OF PUPILS IN EXPERIMENTAL SCHOOLS COMPARED WITH EXPECTED GAINS IN STANDARD-SCORE UNITS*

	SCHOOL X		SCHOOL Y		SCHOOL Z	
	Expected Gain	Actual Gain	Expected Gain	Actual Gain	Expected Gain	Actual Gain
READING						
3A - 5	3.2	4.9	3.4	2.3	3.5	3.6
4A - 6	3.0	3.6	2.4	2.5	3.0	3.3
SPELLING						
3B - 5	3.0	3.6	3.5	1.7	3.1	3.5
4B - 6	3.6	3.1	3.3	3.3	3.5	3.6
ARITHMETIC FUNDAMENTALS						
3B - 5	2.7	2.7	2.9	2.4	2.8	3.4
4B - 6	4.6	5.1	3.8	2.3	3.6	3.6
ARITHMETIC PROBLEMS						
3B - 5	3.2	3.7	3.2	2.4	3.1	3.3

*1 standard-score unit is equal to ½ grade-score unit

21 comparisons
12 exceeded expected gain
3 equalled expected gain
6 less than expected gain

Division of Educational Research
January 1963

The Division of Educational Research of the School District reports that certain factors in the schools used in the comparisons may have conditioned the results of this study. There is a probability that, in the absence of these factors, the comparisons would have shown results more favorable to the project schools. For example, the upper grades tested in the control schools had somewhat higher general ability than the lower grades tested because some of the slow-learning pupils had been transferred to special classes in the intervening years. The upper grades of the control schools tested contained some pupils who, because of repetition, had spent extra terms in the intervening grades. It is the considered opinion of the Division of Educational Research that there were probably more instances of superior progress and fewer instances of slower progress than shown in the reported data.

Tables I and II definitely show a marked gain above that expected in the two project schools where the program was able to function fully. In School Y, due to circumstances beyond the immediate control of the school, the program never achieved full implementation.

Although the major emphasis of the project is on the language arts, the experimental schools also gave particular attention to the mastery of basic number facts in the four fundamental arithmetic operation. Each of the three schools showed improvement in Grades Five and Six for the period from February 1960 to February 1962. The extent of this improvement and how it compares with that of ten comparable schools and the city as a whole are shown in Table III on the following page.

TABLE III. PERCENT OF PUPILS GETTING 30 OR MORE (OUT OF A POSSIBLE 40) EXAMPLES CORRECT IN ONE MINUTE

FEBRUARY 1960 TO FEBRUARY 1962

	PROJECT SCHOOLS		10 COMPARABLE SCHOOLS		CITY	
	Feb. 1960	Feb. 1962	Feb. 1960	Feb. 1962	Feb. 1960	Feb. 1962
Grade 5	19	32	19	20	32	35
Grade 6	34	46	33	38	50	53

In the junior high school participating in the project, a study was made of the cumulative records of the 269 students who had been in Grade 7A in September 1960 and who had been promoted from Grade 8 to Grade 9 in June 1962.

Scores in standardized tests given at the beginning of Grade 7 were compared with those in tests given at the end of Grade 8. The average gain in each subject was compared with the expected gain, in the same period of time, for students of similar schools. (The expected gain range is -.1 to +.1 standard score units.)

Table IV, on page 21, shows the average gain realized by the test population from the academic year 1960-1961 to that of 1961-1962.

TABLE IV: AVERAGE GAIN REALIZED BY STANDARD SCORE UNITS

Test	Cases	Growth in Standard Score Units
(Note: Normal gain range: -.1 to +.1 standard score units)		
HANDWRITING 7A to 8	60	+.5
SPELLING 6B to 8	208	+.4
READING 7A to 8	205	+.1
ENGLISH USAGE 7A to 8	153	-.1
ARITHMETIC FUNDAMENTALS 7A to 8	223	+.5
GRAPHS 6B to 8	188	0
MAPS 7B to 8	178	+.2

Examination of the seven curricular area scores shows four instances in which the gains made by the experimental junior high school were greater than the normal expectancy and three in which they were approximately equal to the normal expectancy.

The validity of the handwriting growth indication may be questioned since complete records of handwriting scores were available for only 60 of the 269 students.

Results of all studies of achievement, as determined by scores of standardized tests, show some superiority of gain over what might normally be expected for pupils in schools of this type. The Division of Educational Research has stated, "The fact that there is gain, however slight, seems to indicate that the program used in these schools during the past two years has apparently effected some academic growth."

Informal Test Results. Screening and grouping the children according to their instructional reading levels were major facets of the instructional program. The pupils of grades three through six were organized into reading groups according to their reading levels as indicated by Group Informal Reading Inventories. Testing periods were scheduled in September, February, and June of each academic year.

Table V shows the mean growth, by book level, for the total test population, and in each grade, in the first three elementary schools involved in the project. These schools entered the project in September 1960; the comparative period covered in the study is from June 1961 to June 1962.

TABLE V: MEAN GROWTH BY BOOK LEVELS FOR THE PERIOD JUNE 1961-JUNE 1962

School	Population Mean	Grade 3 Mean	Grade 4 Mean	Grade 5 Mean	Grade 6 Mean
X	3.08	2.5	2.59	3.7	3.7
Y	1.73	1.11	1.88	1.98	1.65
Z	2.12	1.62	1.69	1.54	1.59

A similar study was completed in the four elementary schools which entered the project in September 1961, identified as Schools A, B, C, and D. The time period considered in this study covers the academic year, September 1961-June 1962. Table VI shows the results of this study.

TABLE VI: MEAN GROWTH BY BOOK LEVELS FOR THE PERIOD SEPTEMBER 1961-JUNE 1962

School	Population Mean	Grade 3 Mean	Grade 4 Mean	Grade 5 Mean	Grade 6 Mean
A	2.02	1.26	2.19	2.19	2.54
B	2.0	1.45	1.72	2.25	2.57
C	2.37	2.49	2.29	2.49	2.02
D	2.27	1.37	1.94	2.77	2.70

A growth of two book levels, e.g., from Book 1^2 to 2^2 , is considered normal, expected growth in an academic year for children of average or better than average reading ability. In the past, the pattern of reading achievement in the experimental schools had been considerably below the expected growth of two book levels per academic year. The realized growth, as shown in Tables V and VI, represents a significant reversal of the former trend.

Statistical reporting cannot always tell the entire story. Many dramatically significant evidences of growth are not apparent when only mean achievement is reported. For example, the following impressive indication of growth is cited by one of the schools:

"In our first informal reading inventory, administered by the language arts and reading adjustment teachers in February 1961, there were forty-four children in Grades 4, 5, and 6 who were at a pre-primer reading level. In the June 1962 informal reading inventory, no child in Grades 5 and 6 was at a pre-primer level, with less than a dozen children reading below a book two level."

Teachers' Judgments. Teachers based their judgments upon their appraisal of daily class work and the results of their own ongoing testing program. In general, teachers agreed that there has been growth in the pupils' mastery of the basic skills. The following excerpts, citing indications of pupil growth, are typical of statements which teachers submitted to support their judgments.

- A fourth-grade teacher reported that 85% of her pupils showed an average improvement of at least two percentage points per spelling test.
- In the junior high school, a ninth-grade teacher reported that in four classes most of the students scored 90% or above in spelling and English usage tests.
- Social studies teachers reported that test scores, generally, were twenty percentage points higher than those of the previous year.

- Many teachers reported a heartening change in their pupils' attitudes toward academic assignments. Characteristic of these attitudinal changes was increased willingness to undertake academic assignments and a greater tendency to carry them through to completion.

Questionnaires and Comments.

- Several schools prepared informal questionnaires for the pupils' use in evaluating their own progress. The results indicated that, in selecting the areas in which they had experienced the greatest growth and those in which they had experienced the least growth, most pupils' judgments coincided with those of their teachers.
- Much emphasis was placed on handwriting as one of the language arts skills. In the third grade, where the change from manuscript to cursive writing is introduced, teachers reported that the transition was successfully made by more pupils than in former years.
- Many teachers reported that their pupils, generally, applied the techniques and habits of orderliness acquired from their handwriting instruction to written exercises in the other areas.
- All schools reported an apparent increase in their pupils' interest in reading and in books. This seemed to be borne out by the success of the schools' book fairs and by the pupils' wide utilization of classroom literature kits and greater use of bookmobile and public library facilities. Interest in reading soared among the children receiving enrichment instruction; many of them reported on more than sixty books a year.
- As a result of their increased proficiency in reading, many pupils were able to use textbooks more skillfully and prepare more meaningful reports in all areas of the curriculum.

IN MODIFICATION OF BEHAVIOR

The project schools, like all others, had consistently placed great emphasis upon acceptable behavior as an important aspect of child growth. They adopted desirable modification of behavior as part of their first major goal. Each school organized a carefully planned program of guidance designed to help achieve this end by:

- Leading the pupils to develop self-pride through opportunities for successful academic achievement.
- Providing opportunities for pupils to meet, listen to, and talk with outstanding personalities who would serve as inspirational images.
- Giving special attention to good grooming, health, and safety education.
- Exposing the pupils to many culturally enriching experiences to stimulate their interest in, and appreciation for, art, literature, and music.
- Enabling the pupils, through trips and other experiences, to learn and practice approved patterns of behavior.
- Stressing good interpersonal and intergroup relations.
- Encouraging the pupils to respect their own and others' rights and willingly to assume the responsibility for maintaining those rights.
- Establishing many service groups and encouraging the pupils to participate in them.

The guidance programs, the activities planned to occupy the children's out-of-school time, and the co-operation of many parents apparently were effectual in producing certain desirable modifications in the pupils' behavior. A number of facts are cited by the schools as evidences of such growth.

- Fewer behavioral problems had to be referred to the principals.
- There was less defacing or marring of school property and equipment.

- Pupils, generally, were more articulate in identifying and discussing personal problems.
- Behavior improved significantly in the schoolyards, corridors, and on the stairways.
- More pupils demonstrated willingness to assume leadership and responsibility.
- Pupils participated more widely in formulating school codes of behavior.
- There were fewer instances of deliberate mistreatment of other pupils' belongings.
- Conferences with parents more often were concerned with problems of children's welfare and educational growth rather than with behavioral problems, as had formerly been the case.
- Pupils, generally, seemed readier to accept "authority" as an essential facet of the democratic way of life.
- There were fewer apparent indications of cliques or "gangs" among the pupils.
- There was a marked increase in the number of pupils who joined scouting and other communal organizations.
- Most of the pupils seemed to be concerned about their personal appearance and there was noticeable improvement in this respect.

In reply to questionnaires and in informal interviews, many parents reported that they had noticed similar improvements in their children's behavior at home. For example, about 85% of the parents who replied to the questionnaires stated that there was less friction between the children and other members of the family; about 90% reported that their children appeared to have developed a more wholesome attitude toward school and school work.

In the summaries of their activities, the counseling teachers indicated that pupils sought their services more freely; that more of them were concerned about

their future educational and occupational careers; and that, generally, the pupils showed greater proficiency in recognizing their own talents and abilities.

IN ATTITUDES AND ASPIRATIONS

It is very difficult to measure attitudinal and aspirational changes statistically, but, according to the judgments of the teachers and others, such changes did take place in many of the children. In almost every case, the change was one of betterment.

The following observations are cited as evidences of attitudinal growth in the children:

1. Improved attitudes toward learning.
   - Generally, pupils show more interest, and participate more readily, in daily classroom activities.
   - Most pupils seem to be equally willing to take part in other school activities.
   - More pupils, apparently, are desirous of learning and raising their levels of achievement.
   - Pupils, generally, seem to be more curious about people, places, and things.
   - In general, pupils seem less inclined to accept failure as inevitable.
   - More pupils appear to engage in learning activities with enthusiasm and in a "want-to-know" manner.
   - More pupils seem willing to contribute as well as receive information; increasing numbers voluntarily prepare contributions to their learning activities.
2. Improved attitudes toward the teachers.
   - Classroom behavior, generally, has improved.

- Many of the activities made possible by the project have brought teachers and pupils into closer relationship; this has resulted in increased mutual understanding and respect.
- Pupils, generally, seem to have a greater desire to win their teachers' approbation; this is particularly evident in the pupils' willingness to accept and complete tasks assigned by the teachers.

3. Improved attitudes toward school.
   - There appears to be a significant increase in the pupils' pride in their schools; this has probably resulted from the additional benefits stemming from the project.
   - Pupils, generally, seem to be more interested in the appearance and attractiveness of their schools. The art displays made available by the project undoubtedly helped to foster this interest.
   - Many of the pupils who moved to homes outside of the schools' boundaries requested permission to remain in the project schools.
   - Pupils participate more widely in school activities, drives, and campaigns.

4. Improved attitudes toward peers.
   - More opportunities to work together tend to stimulate a spirit of helping and sharing among the children.
   - Pupils, generally, accept peer leadership more readily.
   - Pupils seem to recognize and appreciate other pupils' talents and abilities.
   - One very important purpose of the project is to acquaint the pupils with the cultures, mores, and traditions of many different groups;

as a result, there appears to have developed among the pupils wholesome curiosity about, more sympathetic understanding of, and deeper appreciation for racial, religious, and ethnic groups other than their own.

5. Improved attitudes toward themselves.

- Teachers and most parents tried to promote in the pupils a concept of "belonging;" this has tended to instill in many of the pupils a recognition of their own worth.
- Most pupils evidence greater interest and pride in their own appearance.
- Many pupils seem to be concerned about physical and health defects and voluntarily seek help to correct them.
- More pupils seem to be concerned about their marks and eager to achieve at a higher level.
- Most of the schools planned activities designed to acquaint the pupils with persons who, in spite of hardships and humble beginnings, attained outstanding success in their chosen fields. These experiences have tended to reduce the frustrating effects of their environment upon the pupils.

Although much still needs to be done in this area, attitudinal changes in the children have been significantly encouraging. They seek more information about higher institutions of learning, the availability of tuitional help, and vocational possibilities. They have expressed special interest in civil and public service careers. But, equally important is the fact that more pupils seem to realize that there can be dignity in the low-skilled and unskilled work in which many of them will have to engage.

IN DISCOVERING LATENT TALENTS

One of the commonly accepted misconceptions about children of limited background is that most of them possess no talent; and that the few who do have neither the interest nor the desire to develop it.

A basic assumption of the project is the premise that these children have many latent talents; that the apparent non-existence of talent is the result of a lack of opportunity rather than a lack of taste, interest, or ability.

To test this proposition, the schools instituted a comprehensive program of enrichment activities during, and as an extension of, the school day. The activities range from the prosaic involvement of more pupils in regular classroom pursuits to those entailing high degrees of skill. In this way, they try to reach every child.

For example:

- The language arts laboratory program includes an enrichment class for accelerated pupils. Here, they are given the opportunity to engage in more advanced - and, sometimes, experimental - creative writing, extemporaneous speaking, and dramatics.
- In conjunction with the in-service courses for the teachers, a wide-range literature program for all of the pupils was planned by the language arts consultants and handled in each school by the language arts laboratory teacher. The program has been effective in stimulating an awakened interest in literature. This interest has led to expression through creative writing, art, and dramatization.
- Special assembly programs are organized to afford the pupils, individually or in groups, opportunity to demonstrate their skills and talents.

- All of the schools have increased the number of their service groups so that more pupils can participate.
- After-school activities are conducted as an additional outlet for the pupils' interests and talents. They include study and homework centers; glee, harmonica, arts and crafts, science, creative writing, Spanish, sewing, and story-hour clubs; organ and violin instruction; rhythm instrument bands; autoharp and resonator bell ensembles; and dance instruction.
- Saturday and summertime trips to places and events of cultural interest are arranged for large groups of children.
- Special school-wide projects - such as, art and music festivals, fashion shows, book fairs, talent shows, and athletic meets - are organized.
- Most of the schools have started, or expanded existent, school newspapers whose contents consist largely, of pupils' creative work.
- Arrangements have been made in every school for performances by pupils of other schools.
- Pupils with special talents are encouraged to attend classes conducted by various agencies.

The outcomes of the talent-developing program have been gratifying; in certain respects, they exceed expectations. The school programs have been enriched considerably by the contributions of the pupils who participate in the program.

In three of the schools, to which the manufacturers lent spinet-sized console organs, about one hundred and fifty pupils have been taught to play them by means of a simplified technique. Very few of these pupils had had previous instrumental instruction of any sort; yet, nearly all of them have mastered the fundamental skills sufficiently to play simple compositions. Three of them progressed to the degree

that they have been awarded scholarships for advanced organ instruction.

The resonator bell group of one school was invited to appear on a nation-wide television program featuring amateur talent. Several artistically talented pupils won prizes for their posters publicizing the City's "Clean-up, Paint-up, Fix-up" campaign. Other pupils were asked to exhibit their talents at community affairs.

But, perhaps, even more important than the material outcomes are the effects which the program has had upon pupil status. More children seem to have confidence in their own ability. Many children, who had never before experienced such satisfaction, received recognition. And, certain children, who formerly resorted to undesirable behavior to gain status, found that they could achieve the same purpose through their talents.

"Each caterpillar is endowed
With power to make him, by and by,
A blithe and brilliant butterfly."

Joseph Lauren

PART II

WHAT HAS HAPPENED TO THE SCHOOL PROGRAM?

"Show us not the aim without
the way,
For ends and means on earth
are so entangled."

Ferdinand Lassalle

IN THE INSTRUCTIONAL PROGRAM

As was indicated earlier in this report, the project schools decided to place the major emphasis of their instructional program on the language arts. They did so for several reasons:

- Communication skills are the bases of all learning.
- Communication skills are the most important influence in helping each succeeding generation build upon the achievements of previous generations.
- According to many authorities, there is a vital relationship between the individual's language background and his thinking ability.
- There seems to be a high degree of correlation between the individual's language background and his success in learning to read. (Certain authorities agree that, to proceed easily into reading, a six-year-old child should have an active vocabulary of at least 2500 words and a passive vocabulary of from 8000 to 18000 words.)
- There is evidence to prove that many forms of non-constructive school behavior are the result of poor emotional adjustment growing out of frustration; that, frequently, this frustration is the child's reaction to reading failure.

THE LANGUAGE ARTS PROGRAM

The program has been designed around a three-fold purpose:

1. To provide direct help for the children through additional services and materials.
2. To create and supply new materials and specially adapted techniques.
3. To help train, or retrain, the teachers by providing them with a better understanding of the children and the specially adapted materials and techniques.

Helping the Teachers. The project schools have a large number of inexperienced teachers. Some of those with more experience were still using the materials and methods better suited to the type of pupils who had attended the schools before the community's population changed. It was decided that the varying needs of the teachers could best be met through a program of in-service education and certain modifications in the curriculum.

In-Service Education. Under the careful planning and direction of the language arts consultants a released-time in-service program in the various phases of the language arts has been initiated in all of the schools of the project. One day a week in each school is devoted to intensive school-time training sessions for the teachers. Groups of teachers, organized on the basis of teaching assignments, meet with the language arts consultants for approximately forty-five minute sessions of theory and practice in the new and/or specialized techniques of instruction. During the in-service sessions, the teachers are given the necessary understandings and technical help to insure the successful implementation of the program and materials developed for their use. Often, the in-service group moves into a classroom so that the language arts consultant can demonstrate with the children the techniques discussed. In addition, teachers are given individual help in the above mentioned techniques in their own classrooms.

The in-service education program considers the following areas of language arts instruction: reading, spelling, handwriting, grammar and correct usage, functional writing, listening, and speaking.

In addition to the in-service sessions, the language arts consultants plan and supervise joint faculty workshops in the preparation of instructional aids in reading. A publication, "Independent Reading Activities," was a direct outgrowth of such a workshop activity. Instructional monographs in reading, spelling, handwriting, sentence sense, grammar and correct usage, and functional writing have

been written by the language arts consultants and duplicated in sufficient quantity to be distributed to every teacher during the in-service program.

While the classroom teachers are attending their respective in-service sessions, the children of these grades attend an organized series of lessons in literature.

The Literature Program. A sequential development of literature - from the repetitive tale, fairy tale and folk tale to the myth, legend, and hero story - has been planned to meet the interest levels of the children. An eye-ear approach is used with the children by introducing the stories through story-telling, sound films, filmstrips, and records. Each teacher is supplied with books containing the story so that there can be a follow-up to the program in the regular classroom situation.

Reorganization of the Reading Program. Since proficiency in the reading skills is basic to academic achievement, a concentrated effort has been made in each school to create a highly organized, enriched, and enlarged reading program. With the help of the language arts consultants, central book systems have been organized so that every teacher can receive the books necessary to meet the needs of her children, regardless of age or grade.

The consultants and language arts laboratory teachers have compiled group inventories for every basic series used in the project schools. These are used for school-wide testing. The consultants have also trained a group of teachers in each school to administer the inventories. The children report in groups to the language arts laboratory for testing; thus, regular class and school work routines are not disturbed. Today, a trained team in each project elementary school, in the course of a few weeks, can inventory every grade child and arrive at an instructional level for each individual.

Test levels are recorded on individual reading record cards. A uniform card

has been put into use in the participating schools. The children within each school are then grouped by book levels for reading instruction. In some of the schools, the entire population is grouped homogeneously within self-contained classrooms. In other schools, the homeroom classes remain essentially heterogeneously grouped. The children, however, move to homogeneous instructional groups in specified classrooms at reading time. At no time, during these attempts to narrow the range of book levels in the reading classes, is an upper-grade child sent to a primary classroom for reading instruction. In several schools "cycles" are formed within each grade, if the school is sufficiently large. In the smaller schools the "cycles" cut across grade lines. Faculty experience and interest are considered in choosing the type of school reading organization.

The result in either situation has been a narrowing of range within each reading class; few teachers have more than two book levels to consider at the beginning of the reading program. In each school, the lowest levels are handled by specially trained people, either the reading adjustment teacher or the language arts laboratory teacher. No child is considered a "poor risk" for special remedial help; those with the greatest need are given the most help. As a result, the adjustment teachers are able to restore many of them to regular groups.

Once the reading classes are organized, phonics mastery tests are given and the needed skill text materials distributed. Supplementary reading books at each child's independent reading level are also supplied to each class. A system for using supplementary readers has been introduced by the language arts consultants. In addition, boxes of new trade books are sent into each classroom to function as circulating libraries. These kits of literature books have proved extremely effective in stimulating outside reading.

One of the responsibilities of the language arts laboratory teachers is to work with the lowest-achieving second graders, many of whom are "non-verbals."

As the result of an intensified language arts program designed to lead into beginning reading, many of these pupils can take their places in regular reading groups within a period of five or six months.

A new system, devised by one of the consultants, utilizing handwriting and pre-primer reading materials with a common vocabulary and relatively culture-free in content, has been experimented with in the teaching of beginning reading. The materials have been planned to lead into the basal readers which the children are to use later.

A number of other ideas have been explored in the reading program. These ideas include:

- Use of Science Research Associates reading laboratory multilevel materials for more advanced readers. (The materials range up to Book Nine level.)
- Introduction of new concept-building materials and techniques in developing word attack, comprehension, and study skills.
- A handbook and workshops on independent reading activities.
- Use by the reading adjustment teachers of filmstrip, glass slide, and experience chart approaches in working with older non-readers.

New Methods in Teaching Handwriting. Complete systems for beginning handwriting instruction and for making the transition from manuscript to cursive writing have been developed by one of the language arts consultants. At the request of the Curriculum Office of the Philadelphia School District, the latter system has been made available to all of the third grades in the city. Upper-grade teachers have been provided with suggestions for retaining and strengthening handwriting skills.

Techniques to Develop Spelling Proficiency. The instructional program in spelling has taken on new concentration on skill development through an organized program of careful word presentation and teacher-directed study. Word lists designed

to build the understanding of specific spelling generalizations have been prepared by one of the language arts consultants and distributed to all teachers on a monthly basis. In addition, a student self-study method has been developed to provide a systematic procedure for independent study.

A special program for beginning spelling, involving a listening, seeing, and tracing approach has been initiated in the second grade classes. Sample lessons outline the content presentation for the teacher and direct classroom demonstration augments the help given in the in-service sessions.

Developments in Other Language Arts Areas. Scope and sequence systematizations for the teaching of grammar and correct usage, and punctuation and capitalization, have been developed. These and other materials, now being prepared, will eventually be combined in a resource booklet.

A new, sequentially structured program for building facility in functional writing has been introduced into the first four project schools. This program will be expanded and amplified with suggestions for creative writing during this coming year.

The primary grade teachers are trained to help their pupils develop correct listening and speaking skills. The program will be extended into the intermediate grades during the next academic year. The language arts laboratory teachers have been prepared to use these techniques with their non-verbal groups.

With the help of the director of speech for the Philadelphia School District, a program of speech improvement has been introduced. This program, consisting of specially written scripts and taped lessons is adapted to the needs of large groups of children; those with very serious speech defects remain the responsibility of the speech therapists.

IN THE OTHER AREAS OF THE PROGRAM

None of the other academic areas in the program has been accorded the same comprehensive attention as have the language arts. Several of the project schools emphasize certain aspects of arithmetic and the social studies. Among the arithmetic aspects are the "4 - 40 Clubs," a motivational device to help pupils complete four tests of forty simple number combinations (one in each of the four basic operations) in four minutes.

More opportunities for research, reporting, and group activities are provided in the social studies. Pupils are encouraged to use a diversity of resource materials; great emphasis is placed upon discriminatory selectivity in using these materials.

The creative and appreciational phases of art and music are stressed in all of the schools.

The children's physical fitness and appearance are major concerns. Some of the schools have introduced remedial physical education into their programs; all of them have increased their emphasis upon good grooming and improved health habits. The school nurses and other resource persons are extensively involved in planning and activating these programs.

Great stress is laid, in all areas of the curriculum, upon those activities which help develop good intergroup relations. Opportunities to learn about various racial, religious, and ethnic groups are introduced at all grade levels. Much emphasis is placed also upon the practice of good interpersonal and intergroup relations through committee work and other co-operative activities.

PROVIDING FOR SPECIAL NEEDS

It was decided that two groups of children needed experiential opportunities beyond those afforded by even an enlarged instructional program if they were to attain optimum development. These two groups are the most retarded of the primary

achievers and the accelerated and above-average upper-grade pupils.

It was decided to help these children through a broad program of extra services and special opportunities. Some supplement the instructional program and are included in the school day; others take place outside of regular school hours and are described in the section headed "In the Extended Program."

Accelerated and Above-Average Pupils. The activities for these pupils include:

- Enrichment classes, meeting for three afternoons a week, under the direction of the language arts laboratory teachers. Opportunities are provided for advanced functional and creative writing, the enjoyment of good literature and poetry, and the refinement of speaking and listening skills.
- Special interest groups in science, social studies, arithmetic, art, and music. These groups enable children with special interest in these areas to develop their potential skills. For example, in the project junior high school, certain students have been able to create number puzzles and mathematical problems and to do advanced work in algebra; others have developed original radio scripts or explored the newest areas in the science field.
- Opportunities for independent research in more difficult classroom and homework assignments than those given to the less accelerated pupils.
- Provisions for making greater use of their skills by assisting other pupils.
- Use of multilevel materials to provide challenging reading materials at needed high levels.
- Extended library programs made possible by the acquisition of large numbers of additional books.

- Special assembly programs, interschool visits, and exhibits to afford these pupils opportunities to display their achievements.
- Enrichment trips to places of educational and cultural importance.

Underachieving Pupils. New or expanded activities for underachieving pupils include:

- Special classes, conducted by the language arts laboratory and adjustment teachers, for non-verbal children and so-called "poor risks."
- Small group instruction for non-readers in all grade levels. For this purpose, wide use is made of audio-visual aids, experience reading techniques, and simplified ways to develop word-attack skill.
- Remedial programs in the language arts and, in several schools, in arithmetic.
- Opportunities to gain status and recognition in the classroom through participation, at their own level, in group activities.
- More intensive use of counseling services.
- Pre-job training in the project junior high school and in the school with the center for retarded educable children.

IN THE ENRICHMENT PROGRAM

As a means of widening the pupils' cultural horizons, the project schools arrange many opportunities for enrichment in their instructional programs. Among them are:

- Easy availability of large numbers of literature books.
- Weekly literature enrichment programs conducted in conjunction with the teachers' in-service courses.

- Creative writing for school newspapers.
- Assembly programs featuring: plays, musical presentations, prose and poetry reading, dance performances, inspirational speakers, and illustrated talks on the arts. These activities feature the talents of pupils (from the same or other schools) and those of professionals.
- Exhibits of original art work and reproductions of well-known paintings; art appreciation lessons are developed around these exhibits.
- Use of community resource persons to supplement classroom teaching.
- Instrumental music instruction for selected pupils who are released from their regular classes for this purpose. These pupils are required to complete, in their own time, the work covered during their absence from class.
- Trips to places associated with topics studied in the classroom. These places include: industrial plants, locales of historical interest, governmental agencies, universities, business establishments, museums, and theaters.

IN THE EXTENDED PROGRAM

The project schools have organized a number of activities for after-scho hours, Saturdays, and during summer vacation. These activities serve:

- To provide educational and cultural experiences whose inclusion in the regular program would be impracticable.
- To continue and expand many of the learning activities of the regular instructional program.
- To substitute constructive experiences for corner-lounging and

other undesirable, sometimes delinquency-breeding, activities which formerly occupied much of the children's free time.

The most widely used activities are:

- Carefully planned and supervised Saturday trips to industrial, business, and educationally, historically, or culturally significant places.
- Summertime trips, conducted by teachers and the school-community coordinators, to the Robin Hood Dell Children's Concerts, the Playhouse in the Park Children's Theater, and other places of interest.
- After-school programs, including:
  - Clubs: homemaking, sewing, art appreciation, music appreciation, choral, dramatic, harmonica, resonator bell and autoharp, rhythm band, dance, science, story-hour, creative art, handicrafts, gymnastics, school newspaper, and Spanish.
  - Supervised study centers where the children can engage in research and complete homework assignments. These centers are located in the school buildings, churches, community centers, and private homes.
  - Tutoring and remedial help for academically retarded children.
  - Organ and violin instruction.
- In several of the schools, various staff members assume personal responsibility for potential problem cases. These "big brothers" and "big sisters" arrange trips and other activities for their protégés.

EFFECTS UPON THE PUPILS

The enrichment opportunities and the extended program appear to have exercised certain observable effects upon the pupils. In addition to those already

described in Part I of this report, the following deserve mention:

- Some improvement in the research-study skills reported by many teachers.
- Generally, neater and more accurate homework.
- Improvement in many pupils' readiness and ability to express themselves orally as a result of their increased experiential opportunities.
- Desire to apply skills and learnings acquired in the extended program to regular classroom activities.
- Noticeable improvement in the children's behavior inside and outside of school. (The teachers' judgments, in this respect, are confirmed by the many unsolicited comments of persons not directly associated with the schools.)
- Greater tendency on the part of pupils to make more worthy use of their leisure time by taking advantage of the city's cultural and educational opportunities.
- Advanced instruction by private tutors or in special schools for selected pupils whose latent talents have been uncovered in the extended program.
- Growth in confidence and status among pupils who receive peer approbation for their accomplishments in the extended program.
- Increased willingness of many pupils to "reach out" beyond the limitations of their immediate environment.
- Improved intergroup relations as an outgrowth of contacts with the cultural achievements of various groups.

PART III

WHAT HAS HAPPENED TO THE TEACHERS?

"No printed word nor spoken plea
Can teach young hearts what men
should be,
Not all the books on all the shelves,
But what the teachers are themselves."

Arthur Guiterman

IMPROVEMENT OF INSTRUCTION

One of the most gratifying developments of the project is the renaissance of enthusiasm which it has engendered in the teachers. As the program evolves and assumes direction, this enthusiasm is channeled into a clearly defined plan for the improvement of instruction.

An earlier section of this report mentioned the fact that many teachers in the project schools have limited teaching experience. Moreover, among those with broader teaching backgrounds are many who have never completely adjusted to the new type of pupil with whom they are working. Even those teachers who have been achieving some degree of success are not always able to extend their influence beyond the confines of their own classrooms.

There is need for an intensive and rapid program that can provide for the specific, as well as the common, needs of these various groups of teachers. A combination of summer workshops, in-service courses, and classroom help seems to offer the most effective and readiest means toward this end.

SUMMER WORKSHOPS

The first workshop, in the summer of 1960, had a two-fold purpose:

- To acquaint key persons from each of the first four experimental schools with the School-Community Co-ordinating Team Project.
- To afford each team an opportunity to plan, in detail, its own school's program.

Consultants from within and from outside the Philadelphia School System - experts in the areas of sociology, psychology, and anthropology - met with the school teams to help plan the project. The sessions were designed to develop clear insight into the causes and the nature of cultural deprivation and to highlight the particular needs of children from experientially-poor backgrounds. Another aim of the discussions was to inspire a high degree of enthusiasm.

This part of the program occupied most of the first three weeks of the workshop. The last two weeks were devoted to the development of the individual school programs and a detailed job analysis of the special project personnel.

A second five-week workshop took place in the summer of 1961. The program for this workshop was similar, in part, to that of the preceding year. Inspiring speakers and consultants were again involved; and, again, time was spent in planning the following year's programs.

This workshop also included two new aspects. The addition of four more elementary schools to the project necessitated a program of orientation for them. The teams of the first four experimental schools assumed much of the responsibility for this step. The second new aspect was the preparation, by the teams of the first four schools, of an evaluation of the first year of the project.

During the third summer workshop, in 1962, some time was spent in planning the individual school programs for the next year. But, the major portion of the five weeks was given over to the preparation of this report. Toward this end, each project school had collected data based upon the answers to the questions heading the five parts of the report. The workshop time was used to summarize and collate these data.

THE IN-SERVICE COURSES

By their very nature, the in-service courses are valuable in that:

- They make available to all teachers the copious and expert knowledge of the consultants (who organized the courses).
- They provide a forum for the discussion of problems of mutual concern and for the exchange of suggestions useful in solving these problems.
- They acquaint the teachers with methods and materials which seem to be most fruitful in working with children of limited background.

The teachers agree, by a significant majority, that the most profitable results accruing from the in-service courses are:

- Better understanding of the child of limited background: his characteristics and his needs.
- Familiarization with more effective techniques for developing new learnings and concepts.
- Fuller understanding of scope and sequence and their place in the evolutional process of learning.
- Increased knowledge of procedures for the construction and use of instructional aids.
- Information on the purposeful utilization of independent learning activities.
- Facility in planning and programming to meet the differentiated needs of the pupils.
- Opportunities to explore, and experiment with, new instructional methods.
- Help in identifying pupils' needs at an earlier stage in their growth.
- Introduction to improved techniques of grouping.
- Greater skill in the use of evaluative devices.
- Opportunity to review and reassess current practices.
- Realization that instruction can be made more effective by correlating the content of all the language arts within the classroom and between the grades.

Although the in-service courses are conducted in the language arts, the teachers have found the methods and techniques acquired from them applicable to the other areas of the curriculum. Many use the procedures for developing study skills, grouping, and evaluation in the teaching of social studies and arithmetic, with reportedly favorable results.

CLASSROOM HELP

Inexperienced teachers, and others who need or request it, receive invaluable help from the consulting teachers. This help is provided on an individual basis directly in the classroom and through conferences. In a very general way, it is directed toward three major areas: 1) Understanding and interpreting school policies, 2) Curricula, and 3) Classroom management.

The consulting teachers render their services by precept and by example. They spend varying amounts of time with teachers according to their needs. Their techniques include demonstration teaching, observations and conferences, and resource and guidance bulletins. Among the last are a number prepared by the consulting teachers themselves.

A tabulation prepared by the consulting teachers shows that, in all, they have worked with twenty-eight newly appointed teachers, thirty long-term substitute teachers, four returned-to-service teachers, and seventeen others who voluntarily sought help.

In the opinions of these seventy-nine individuals, the consulting teachers have been most helpful in:

- Assisting them in planning and scheduling.
- Acquainting them with the services of the counseling teacher, school doctor and nurse, speech teacher, attendance officer, curriculum supervisors, and administrative personnel.
- Briefing them on the purposes and philosophy of the project.
- Clarifying the functions of the consultants and school-community co-ordinator.
- Arranging class trips.
- Familiarizing them with professional magazines, sources of free and inexpensive teaching materials, and the use and interpretation of diagnostic tests.

- Directing them toward the attainment of wholesome interpersonal (teacher-pupil, teacher-teacher, teacher-administration, teacher-parent) relationships.
- Providing guidance in record keeping.
- Explaining the length, nature, and purpose of homework assignments at various grade levels.
- Offering suggestions for the development of self-directed control in the pupils.
- Aiding them to understand the curriculum guides, planning techniques, and teaching methods.
- Indicating procedures for the establishment of a stimulating classroom atmosphere.
- Inspiring and encouraging professional attitudes.

MODIFICATION OF ATTITUDES

Together with the gradual improvement in instruction, there seem to take place certain noticeable changes in teacher attitudes. Generally, these attitudinal changes are reflected in the total personality of the teachers. For that reason, it is difficult to categorize them. Nevertheless, for the purpose of sharper delineation, the modifications in teachers' attitudes are identified under five general headings:

1. Toward the pupils, evidenced by:
   - Readier acceptance of the pupils at their varying levels.
   - Increased patience and forbearance.
   - Greater sensitivity to individual abilities and needs.
   - Reaffirmed faith in the pupils' inherent qualities.
2. Toward their own schools, apparent in:
   - Greater satisfaction with their assignments as a result of

fuller understanding of the pupils, more equipment and supplies, and the challenge of working with experimental methods and material.

- Increased acceptance of the schools' goals, programs, and philosophy.
- Renewed and deepened pride in their schools resulting from the realization that others are interested in, and appreciate, their achievements.
- More widespread willingness to assume additional responsibilities.

3. Toward the parents and community, shown by:
   - Deepened interest in the problems of the parents and community.
   - More active participation in community affairs.
   - Greater tendency to invite and welcome the parents' interest and participation in school undertakings.
   - Increased inclination to involve parents as "partners" in the children's education.
4. Toward teaching as a career, indicated by:
   - Increased desire for self-improvement.
   - Increased willingness to accept student observers and student teachers from local colleges and universities.
   - Increased pride in the efficacy of their teaching as the pupils' achievement levels rise.
5. Toward fellow teachers and consultants, evident in:
   - A high regard for the consultants' abilities and practicable ideas.

- A greater respect for the talents and accomplishments of fellow staff members.
- A greater willingness to assume and accept peer leadership.
- A general readiness to participate in committee activities.

The degree of improvement and the extent of attitudinal modification vary among the teachers. The amount of growth is directly proportionate to their zeal and willingness to accept change.

Several factors are operative in effecting professional development. One - and, perhaps, the most influential - is the inspiring and knowledgeable leadership of the consultants. Another is the plenitude of books, instructional aids, and equipment. A third is the special services provided by the language arts laboratory teachers and the school-community co-ordinators. A fourth is the opportunities which the program affords the teachers to extend their own interest in, and co-operation with, the community. Last, but definitely not the least, are the laudatory comments of the many visitors who observe the project schools.

"A daring beginning
is half-way to winning."

Heinrich Heine

Part IV

WHAT HAS HAPPENED TO SCHOOL-COMMUNITY RELATIONS?

"Join a community, by which
alone your work can be made uni-
versal and eternal in its results."

Samson R. Hirsch

The third major group involved in, and affected by, the project consists of the parents and other members of the community-at-large.

THE PARENTS

One of the project's high hopes, as listed in Part I, is concerned with the improvement of school-community relations. In approaching this problem, the project schools have directed their initial efforts toward the parents. They believe that the parents' interest and enthusiasm, once aroused, can serve as a point of departure for attempts to reach into the larger community.

The program that seems best suited to create the desired rapport between the parents and the schools is designed to:

- Acquaint them with the project and its aims.
- Encourage them to take greater interest in their children's work and progress.
- Draw them into active participation in the schools' undertakings.
- Help them realize that they <u>can</u> make a constructive contribution to the schools' activities.
- Persuade them to assume the role of the schools' emissaries and disseminate information about the project to the community-at-large.

Home and school association meetings, parent-teacher conferences, group discussions, committee assignments, and personal contacts are among the techniques most effective in bringing the parents into closer communion with the schools. The school-community co-ordinators are especially helpful in this respect.

The extent of the program's success is most patently evident in the parents' increased readiness to assume responsibilities and in their improved attitudes toward the project schools and education in general. The obligations which the

parents undertake are varied. They include:

- Greater concern about their children's health:
  - More parents arrange to have their children's defects corrected.
  - Many parents serve as volunteer escorts for children with appointments in public health centers.
  - Increasing numbers of parents participate in school and community health councils.
  - Parents whose children show evidence of poor mental health are more inclined to seek help.
- More active co-operation in dealing with behavioral problems.
- A sincere attempt, generally, to improve the physical, health, and safety conditions of their homes.
- Increased interest in their children's readiness for entrance into school and in their preparation for day-to-day attendance.
- A growing desire to help their children at home and to supply them with educational materials.
- Significant willingness to organize and supervise after-school home study centers.
- Less reluctance to supply the schools with needed information.
- Greater tendency to confer with the teachers about the children's needs and achievements.
- Increased willingness to make more cultural opportunities available to their children and to participate in them as family groups.
- More wide-spread, contributive participation in school activities, projects, and drives.

- Increasing desire to attain self-improvement, as evidenced by attendance at school-organized fashion shows and food demonstrations.
- Broadened interest in, and concern about, community affairs. For example:
  - In several schools, the parents have established surplus food banks for use by needy families.
  - A number of parents have undertaken the sponsorship of scouting groups and other communal activities.
  - The parents in one neighborhood co-operate closely with the police in an attempt to reduce "gang" incidents.
  - Garden clubs have been organized in various neighborhoods as part of an overall beautification program.
- Greater willingness among parents to seek and accept the service of specialists for emotionally disturbed children, when the need for such help is indicated.
- Leadership of after-school activities and tutorial help for low-achieving pupils.

Together with their tendency to assume added responsibilities, many parents have evidenced a favorable change in their attitudes toward school, teachers and the administration, the instructional program, their own use of school facilities, and aspirational levels.

The following observations are indicative of attitudinal changes:

1. <u>Toward the Project Schools</u>.
   - More parents actively participate in the planning and implementation of school enterprises (e.g., trips, book fairs, health programs, and after-school activities).

- Increased numbers of parents have requested that their children be allowed to remain in the project schools after moving from the neighborhood.
- Significantly more parents freely seek and accept the schools' help in solving personal, family, and community problems.
- A considerable number of parents have undertaken non-instructional roles in helping to carry out the schools' daily programs (as library aids, by assisting with plays and exhibits, and by helping with school beautification projects).

2. Toward the Teachers and Administration .

- Parents more frequently engage in volitive conferences with the teachers, even when nothing is "wrong."
- In general, parents seem readier to recognize the "authority" of the school staff and to accept the teachers as consultants.
- Questions raised by parents generally arise from reflectivity and a desire for understanding rather than from antagonism or a spirit of challenge.
- A number of co-operatively planned undertakings, such as trips, involving parents and teachers on a peer basis have been successful.
- Parents often volunteer, verbally and in writing, unsolicited expressions of appreciation. For example:

> "I visit school frequently. Not because of complaints. I want my child to get all he can out of school, so I talk with his teachers many times during the term."
>
> "Principal, teachers, and office workers are never too busy to explain or to answer questions."

"I'm thanking the health co-ordinator for her excellent work."

"I'm always respected when I go into the classroom."

"I know you (the staff) are doing a good job. I can tell from the way my children feel about the school."

(After moving) "I'd like my 'kids' to stay here. Their teachers are really interested in them."

3. Toward the Instructional Program.

- Parents generally seem to be aware of, and sincerely interested in, the intensified attack on the language arts; many of them express a desire to help their children at home.
- There appears to be wide-spread agreement among the parents about the beneficial effects of the program upon their children.

4. Toward Their Own Use of the Schools' Facilities.

- There is increased use of, and co-operation with, the special services (i.e., the counseling teacher, school nurse, and school-community co-ordinator).
- A significant number of parents participate in, and apparently enjoy, the activities which have been organized specifically for them: food demonstrations, mothers' choruses, discussion groups, and adult evening classes.
- In one school, a group of parents has helped organize and supervise a summertime recreational program for the children of the neighborhood.

5. Toward Raising Their Own and Their Children's Aspirational Levels.

- Parents generally seem to desire instruction in the proper dress for their children.

- Many parents make a sincere effort to provide more recreational, instructional, and cultural opportunities for themselves and their children.
- An increasing number of parents seem to be concerned about their children's higher education and request guidance toward this end.
- A significant number of parents attend evening school classes for the purpose of self-improvement.
- A fairly wide-spread campaign of home and neighborhood beautification is conducted throughout the community.
- The influx of professional people into a redeveloped part of the project area seems to spur certain parents to inquire about professional careers for their children.
- A number of parents report that they have started savings accounts to finance their children's higher education.

THE COMMUNITY AT LARGE

With the parents' interest and participation as motivating forces, the influences of the project have gradually spread into the wider reaches of the community. As certain individuals and agencies in the community become aware of the aims and developing achievements of the project, their own interest and willingness to participate increase proportionately. This closer knitting of school-community relations has been significantly advanced by various co-operatively planned and mutually beneficial activities. Typical of these activities are:

- School-community health councils under the combined leadership of school and community personnel.
- Planned efforts to establish better intergroup relations by trying to involve all groups in school-community undertakings.

- School-community planned and implemented projects, such as garden clubs and block clean-up teams.
- Meetings of school personnel, community leaders, and agency representatives, resulting in a better understanding of how these three groups can work together for a common purpose.
- School-community-agency surveys, designed to:
  - Determine the need for a public library.
  - Discover educational resources and places in the community.
- Establishment, in one church, of remedial reading classes under the supervision of a near-by school.

Co-operative involvement of the schools and the community in these activities have led to increased mutual respect between the two. As a result, community persons and agencies have contributed, in various ways, to the schools' programs. For example:

- Two agencies have donated books to school libraries.
- An agency provides space in its newsletter for the dissemination of information about the project.
- A church provides facilities for a school-sponsored summer recreation program.
- Three churches and two other community agencies have organized tutorial services for children and adults.
- The Department of Public Health, in conjunction with the schools, offers increased services to the community by arranging additional opportunities for mass immunization, the detection and correction of defects, and chest X-rays.

- Various community agencies and business organizations contribute awards which are used by the schools to help build and sustain pride in achievement.
- Local hospitals offer extra psychiatric and clinical services.
- City Health Centers accept and treat more cases referred by the schools' medical personnel.
- Governmental and civic agencies furnish speakers for home and school association meetings.
- Cultural groups and talented individuals present concerts, dramatic performances, and art displays for the parents and children of the community.
- The local branch of the Young Men's Christian Association has organized a special rehabilitation program for "hard-to-reach" boys.
- Community business groups make material contributions, such as neckties, pocket combs, and free tickets for local moving picture theatres.
- The Psychiatric Clinic of Temple University Hospital, after consulting with three of the project schools, has arranged a system to facilitate referrals to the clinic.

An important outcome of these activities has been the realization, on the part of the schools, the community, and the agencies, that all three share a common purpose and that their combined efforts are needed to achieve this purpose. Future plans for this phase of the project involve expanded co-operation among the three groups.

THE SCHOOL-COMMUNITY CO-ORDINATORS

The improved relationships between the schools and the community have resulted, in part, from the efforts of the school-community co-ordinators. As residents

with considerable standing in the community, they readily gain access to local agencies, business people, and private homes - even those of "hard-core" families which shy away from school contacts.

The co-ordinators contribute to the project in diverse ways. They are especially helpful in:

- Organizing block teams to improve the appearance of certain parts of the community.
- Strengthening home and school associations.
- Encouraging parents to seek self-improvement by attending evening classes and participating in enrichment programs.
- Distributing and explaining educational materials.
- Interpreting the project and the individual school programs to the parents.
- Organizing service groups, such as "classroom mothers," among the parents.
- Finding locations for pupils' study centers.
- Extending the children's culture-enrichment program, by:
  - Acquainting the parents with opportunities for cultural enrichment.
  - Encouraging parents to participate in these opportunities as family units.
  - Organizing programs around neighborhood talents and abilities.
- Inviting parents to visit the schools to inquire about their children's progress.
- Familiarizing parents with neighborhood agencies and resources.
- Acquainting the community with the special services offered by the schools and keeping the schools informed of community activities.
- Serving as a direct means of communication between the school staffs and the parents.

- Directing parents to seek medical attention for health needs and correctible defects.
- Alerting counseling teachers to family problems involving certain children who had been referred to them.

Attempts to organize communities similar to that in which the project schools are located frequently fail, because: 1) the transiency of certain members tends to obviate a feeling of "belonging"; 2) their deep-rooted distrust and fear of "authority" causes many residents of the community to be secretive and withdrawn; and, 3) economic, educational, and vocational frustrations often lead to a lack of initiative.

The improved rapport enjoyed by the project schools with the community is the result, in large measure, of the co-ordinators' ability to counteract these obstacles.

"The aim of education must be the training of independently acting and thinking individuals, who, however, see in the service of the community their highest life problem."

Albert Einstein

PART V

WHAT MORE CAN BE DONE?

"All our past acclaims our
future."

Algernon Swinburne

In the preceding pages, this report has attempted to describe the accomplishments of the School-Community Co-ordinating Team Project in light of its aims. But, the story of the project would not be complete unless it briefly considered the future as well as what has gone before.

TO BEGIN WITH ...

In 1960, at the time of the project's inception, its planners adopted six propositions for testing:

- The achievement of children of limited background can be raised.
- Opportunities for achieving recognition, security, and a sense of belonging must be provided.
- Juvenile delinquency can be decreased.
- Parents can be motivated to assume increasing responsibility for the solution of family, community, and school problems.
- Interest and understanding of the democratic way of life can be developed among parents by a program that co-ordinates the efforts of the school and all other social agencies.
- Unique and pressing cultural and social needs of these families must be identified and met before the school program can function more effectively.

The project undertook to test these assumptions through a program designed to:

- Lessen the gap between the pupils' actual achievement and their potential, especially in the academic skill areas.
- Raise the quality of instruction by helping the teachers understand more fully the nature and needs of culturally deprived children and by providing the teachers with the techniques and materials most effective in working with this type of child.

- Improve school-community relations.
- Afford the pupils varied opportunities for cultural enrichment.

SINCE THEN ...

Developments during the past two years seem to indicate significant advances toward the attainment of these objectives. For example:

- Standardized test results show that in the first group of experimental schools the regression usually experienced by children of limited background has been arrested and replaced by a slight gain in reading, spelling, mastery of arithmetic fundamentals, and arithmetic problem solving. Teachers' judgments and informal tests seem to support these findings.
- The numerous opportunities for cultural enrichment, which the project provides, apparently have had desirable effects upon many of the pupils. Typical are:
  - Greater appreciation for, and wider participation in, art, music, and literature activities.
  - Greater tendency to recognize and utilize own talents and abilities with improved attitude toward higher educational and vocational aspirations.
- As a result of increased opportunity for successful scholastic achievement and recognition for other accomplishments, many former "problem" pupils are pursuing more acceptable patterns of behavior.
- The teachers of the project schools, generally, seem to be more understanding of, and sympathetic toward, children of limited background. They are more inclined to remain in their present schools instead of seeking transfers.
- The in-service training on school time, the help from the language

arts consultants and consulting teachers, and the other forms of assistance made available through the project seem to have effected some improvement in the instructional level.

- The efforts of the school-community co-ordinators and the co-operative planning and performance of projects have resulted in improved rapport between the schools and their communities.
- Students of teacher colleges, who do their practice teaching in project schools, frequently request appointments to these schools after graduation.

FROM NOW ON ...

It is probably too soon to say, with any degree of finality, that the School-Community Co-ordinating Team Project is the solution to the many problems facing the schools in the gray areas of our urban centers. The project's accomplishments have produced certain favorable results. Moreover, there seems to be implied in these results the possibility that, in time, the project could do much to alleviate these problems.

Although the project is an experimental program in only eight schools, the need for it exists in many times that number. But, any attempt to extend the program with only existent funds would result in dangerous "watering down" of its effectiveness. The expenditure of much larger amounts of money than are now available will be necessary to provide all gray area schools with the intensive help received by the project schools.

Future plans for the project will have to consider all possibilities for its expansion. New or increased sources of revenue may become available; as yet, this is highly visionary. Should no additional money materialize, a more realistic approach will have to be used. Then those aspects of the project which can be

implemented at little or no extra cost - and there are quite a few - will have to be introduced into the other schools.

The project personnel are unanimous in their belief that the program should be continued and, if possible, expanded. They are confident that the next evaluative report, to be prepared at the close of the school year ending in June 1964, will substantiate this belief.

"The past has its store of joys to remember,
The future is ours undefiled;
Let us carry our weight with the courage of men,
But proceed with the trust of a child."

Kathleen Partridge